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ABSTRACT

A formative evaluation was conducted of the instructional television program "Brad's Journey through Stress," from the Coping with Stress unit of "On the Level," a series of 12 lessons designed to aid secondary school students in dealing with personal and social growth. The evaluation involved 291 students in 9 classes in California and Canada. Data collection measures in California included development of a post-viewing discussion narrative and discussion profile, evaluator-led discussion/narrative, and a teacher/program guide questionnaire. In Toronto, Canada, the Program Evaluation Analysis Computer (PEAC) was used to study responses to television programs, with respondents recording their interest levels on a three-point scale as they viewed the programs. Results generally indicated that the students did not comprehend many program segments. Comments suggested that the program was not successful as either comedy or farce; rather, the humor and exaggeration in the program worked against its appeal, realism, and teenagers' identification with characters and situations. Appendices include the student questionnaire, PEAC Interest Profile graph, and the teacher questionnaire and its results. (LMM)

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ON THE LEVEL is a project for secondary school students dealing with personal and social growth and includes twelve television/film lessons, twelve audio lessons and related print materials. Developed and produced under the supervision of AIT, the project was funded by a consortium of state and provincial education and television agencies, with additional support from the Corporation for Public Broadcasting, Exxon Education Foundation, The George Gund Foundation and General Mills Foundation.

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Research Report 72

ON THE LEVEL
Formative Evaluation:
Coping With Stress

May 1980

Agency for Instructional
Television
Box A
Bloomington, Indiana 47402

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"Journey Through Stress"

Coping With Stress

OUTCOMES	
KNOWLEDGE: Following this program, adolescent viewers should understand that: . There are recognizable physical signals of stress. . A common cycle is this: change or uncertainty → anxiety → stress → increased uncertainty.	ACTION: As a result of this program, adolescent viewers may: . Be more aware of their own physical responses to stress. . Feel less stressed by uncertainty. . Develop new techniques for handling stress, such as: learning to plan time more effectively; developing techniques or activities that offer a release from stress; or learning to ask for help when it is needed.

INTRODUCTION

This report describes the formative evaluation conducted for the ON THE LEVEL program, "Brad's Journey Through Stress" (Coping With Stress). The evaluation was conducted in nine classes in two different sites: California and Canada. A total of 291 students participated. Different procedures were used in each site and these methodologies are described in the next section. Following the methodology, is an integrated report of the findings from both California and Canada. At the end of the report, interpretations and suggestions for revisions are presented.

METHODOLOGY: CALIFORNIA

Sample

Five classes, totalling 190 students, participated in the evaluation for this program. Of these, 98 were male (52%) and 92 were female (48%); 85% were white and 15% were minority students. Two classes were 10th grade (90 students), two were 10th and 11th combined (83 students) and one class contai ed 10th, 11th, and 12th grades (17 students). According to teachers, the majority of students were of average ability level (80%), while the remaining 20% were identified as above average ability level. According to teachers, the socioeconomic status of the students was predominantly middle class (80%), with the remaining 20% identified as lower middle-class. Finally, all of the students lived in a suburban area.

Data Collection Measures

Four different data collection measures were used in this study: Discussion Narrative, Discussion Profile, Evaluator-Led Discussion/Narrative, and Teacher Program/Guide Questionnaire.

Discussion Profile and Discussion Narrative. The first two instruments, the Discussion Profile and the Discussion Narrative, simultaneously assessed the type, process, and content of the teacher-led discussion which followed the viewing of the program. The Discussion Profile was designed to assess the type and process of the discussion and classroom interaction which occurred following viewing. The Discussion Narrative was designed to record the actual content of the discussion.

For the Discussion Profile we were interested in six dimensions of the postviewing teacher-led discussions for both students and teachers:

Discussion Profile

(1) PROGRAM

Student — In discussion students make reference to the program storyline exclusively, including events, characters, and mood.

Teacher — Teachers direct questions (or comments) toward the storyline exclusively, including events, characters and mood.

(2) SELF

Student — Students talk about themselves and their experiences. They make statements that reveal their own feelings, values, beliefs, and experiences.

Teacher — Teachers direct questions (or comments) toward the students' feelings, values, beliefs, and experiences. (Also included in this category are teacher comments about him/herself.)

(3) OTHERS

Student — Students talk about the feelings, values, beliefs, and experiences of others.

Teacher — Teacher elicits statements from students about the feelings, values, beliefs, and experiences of others. (Also included are teacher comments about others.)

(4) MESSAGES

Student — Students make statements about abstract principles/messages concerning the program concept(s).

Teacher — Teacher directs questions or comments about the abstract principles/messages of the program (or states the messages him/herself).

(5) ALTERNATIVES

Student — Students consider alternatives which relate to program events or program concepts. This includes alternative ways of thinking, feeling, and behaving.

Teacher — Teachers direct questions or comments about alternatives which relate to program events or program concepts (or present alternatives themselves).

(6) PHYSICAL HEALTH

Student — Students discuss physical health issues.

Teacher — Teachers direct questions about physical health issues, or make physical health comments themselves.

The observer scored the category that was the focus of each 30 second period. If two categories were equally discussed, both were scored. The Physical Health category was a separate category, consisting of an actual count of the number of physical health statements (0-3) in a thirty second period. The teachers and the students were scored separately.

At the same time as one observer coded the discussion on the Discussion Profile, two observers were recording minute-by-minute, as closely as possible, the content of the discussion. Thus, the Discussion Profile and Discussion Narrative could be used to verify each other.

Evaluator-Led Discussion/Narrative. In this method, an AIT evaluator conducts the discussion following viewing, or following the teacher-led discussion. In this type of discussion we are specifically interested in the appeal and comprehension of the program. The areas we explore are as follows:

- Appeal: Do the students like the program?
- Comprehension of Storyline: Do the students understand the intent and circumstances of particular scenes which may be misinterpreted?
- Identification: Do the students identify with the characters in the program?
- Realism: Is the storyline (what happens to the characters) accepted as real by the audience?
- Perceptions of Characters: How do the students perceive the main characters in the program?
- Physical Health Implications: Do the students recognize the physical health implications of the program?

Teacher Program/Guide Questionnaire. The Teacher Questionnaire was designed to determine how much the teachers liked the program and the degree to which they thought the intended outcomes were evident in the program. Also, the teachers were asked for their perceptions of how much they thought their students liked the program and how well they thought their students understood the program. Some questions were also designed to assess the effectiveness of the teacher/leaders' guide for facilitating discussion. The results of the Teacher Questionnaire are presented in Appendix C.

DATA ANALYSIS

The Classroom Discussion Profile Data were edited, key-punched, and analyzed. A specially designed computer program was used to generate graphic representations of the Discussion Profile. For five of the six content categories in the observation system, regression lines, showing the changes in the discussion over time, were calculated and plotted. A Physical Health Index was formed by combining the physical health count (0-3) for each thirty second period and for both students and teachers, and then computing an average. In addition, a count of the number and type of teacher and student comments over all discussions was computed, and teacher/student ratios were compared. The written Discussion Narratives from each classroom discussion and were combined to form a concise summary of the teacher-led discussion for the program. And, for the teacher questionnaires, frequencies of responses were tabulated for each item.

METHODOLOGY: TORONTO

Sample

The subjects were drawn from four classes at two metropolitan Toronto secondary schools. The first school is in the downtown core, with students from a broad range of ethnic backgrounds. The second school has a predominantly upper-middle-class Angloceltic population.

A total of 101 subjects were used in the evaluation. Slightly over half the group (53%) were female. The students are currently in Grade Ten (28%), Grade Eleven (42%) or Grade Twelve (30%), and all attend a weekly Health class.

Data Collection Measures

The research was conducted using the Program Evaluation Analysis Computer. The use of the PEAC system to study responses to television programs is as follows: Groups of viewers are provided with individual response units containing a set of buttons. The key pad looks similar to that on a hand-held calculator. Each button is labelled and instructions are given to orient the viewer to press only pre-selected buttons during the viewing period.

The respondents recorded their interest levels on a 3-point scale ("very interesting", "okay", "not very interesting") as they viewed the programs. These responses were sampled every 20 seconds. Following viewing,

the subjects responded to a number of demographic and program-specific questions, also using the PEAC system. These questions were adapted from a questionnaire prepared by AIT research personnel. (The questionnaire is presented in Appendix A.)

Following each viewing session, data were collected from the individual units, transferred onto an Apple II microcomputer and analyzed according to standard procedures.

Procedures

The students were brought by their teacher to a portable classroom for the testing. Classes (approximately 25 students) were tested one at a time. The objective of the evaluation was briefly explained by a PEAC researcher, then the group was instructed in the use of the PEAC system.

The group watched the program, indicating their level of interest from moment to moment. They then answered a number of questions assessing the program's appeal and the program's objectives, also using the equipment.

TEACHER-LED DISCUSSIONS IN CALIFORNIA

Coping With Stress elicited much teacher response on a variety of topics, but it elicited very little student response. The teachers took the opportunity to lecture on stress, exploring the positive and negative ways stress is expressed in society, the causes of stress, and ways people cope or do not cope with stress. Student discussion was unusually limited (perhaps) because the teachers didn't give them a chance?) and critical of the program. Most student responses were directly solicited by the teacher, often in the form of a yes-no question.

The dominance of the teacher during the discussion is further illustrated in the ratio of the number of comments made by teachers compared to the number of comments made by students throughout the four discussions:[1]

$$\frac{\text{Teachers } \#172}{\text{Students } \#\ 82}$$

Thus teachers are talking more than twice as much as students. This ratio differs greatly from the other rough cut programs evaluated: Changing Family Relationships, Teacher: 140/Students: 136; Developing Self-Concept, Teacher: 261/Students: 220; Accepting Feelings, Teachers: 242/Students: 236; and Dealing with Conflict, Teachers: 239/Students: 231. Furthermore, in Coping with Stress, teacher dominance is also illustrated when the discussions are analyzed for the type of discussion which does not focus on program characters or events: self-related discussion (the teacher talked about themselves), others, and messages. In non-program discussion the ratio of teachers to students is more than 3 to 1.

A summary of the teachers' discussions is presented below. Because student response was so minimal, most of the student response is presented.

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[1]A comment consists of one or more discussion contributions made in a 30-second period. The ratio was calculated in an analysis of the Discussion Profile measure.

DISCUSSION TOPICS

Teachers lectured about stress in general.

Stressful situations cause feelings of failure.
You shouldn't be afraid to fail.
You need some self-esteem.
Stress is the leading cause of death.
Stress causes the evils of society: snipers, Jim Jones, Charles Manson
These people relieve stress in destructive ways.

Teachers lectured about causes of stress.

Unemployment. Divorce. Boredom. Stressful situations. Job.

Teachers took the opportunity to make generalizations about life.

Life is tough.
Life is no bowl of cherries.
Life is a two-way street.
Basically we're a very lonely people.

Teachers discussed how major changes in life can be stressful, such as divorce or moving to a new high school.

Teachers elicited yes/no answers from the students on whether they had found their parents' divorce or moving to a new high school stressful.

Most of the student discussion that occurred was teacher elicited and directed and focussed on ways to relieve stress in general, ways they personally relieved stress, and program-related perceptions.

Students discussed ways to relieve stress in general and ways they personally relieve stress.

It's the same thing with me at work. I do clean up. They're always watching and testing me. It's a bad situation - I take a deep breath, and hope I don't yell and loose my temper.

It depends on the situation. If there's time one should sort out your feelings about the situation.

Sometimes I'm so busy I just want to scream--so much homework and housework to do.

A way to relieve stress - cut out some of the things you have to do. Don't study in advance for a test or ask sister to do your share of housework that week.

I jog. It feels good.

I listen to music.

I yell at my dog because he can't yell back.

(Other suggestions for ways to relieve stress were:)

Take a walk.

Party.

Talk to somebody.

Students discussed characters and situations in the program.

This part of the discussion was very teacher directed, and the teachers followed the teacher guide questions closely. And, in one of the four classes, there was only one program-related comment: "The father had worse problems than Brad, with his smoking."

They discussed Brad's main problems:

That kid (Gary)
His family breaking up.
He just didn't study.
His friends didn't help.
Brad had no one to talk to, no one he trusted.
Maybe he trusted his mother....
His friends didn't know he had a problem--If it weren't for the narrator we wouldn't know Brad had a problem.

They discussed which situations in the program were stressful for Brad:

Wrestling practice. Because he used to be good and all his peers turned down on him. That doesn't help.

Like when he came home.
Home to an empty house--and then his father. You don't expect so much stress at home.

The party was the least stressful situation.

The Dad was the most stressful.

Students and teachers discussed how Brad was coping with his problems with stress and they suggested ways he might cope. Some students in each of the three classes that discussed the program were very sarcastic and unsympathetic about the pillow scene.

In one class...

As long as he has his pillow he's OK

T: Why would he need a pillow?

Talking it out on something that can't fight back.

T: What do you think Brad should do to solve his problem?

Buy some pillows.

And in a second class...

T: Did Brad do anything similar to what you've seen others under stress do before?

Never seen anyone beat a pillow before.

They concluded tnat the pillow-punching scene was unrealistic and that a boy of 16 or 17 would not do that.

More on Brad's reaction to stress: And what he should do.

It seemed like he overeacted.
He should talk to a psychiatrist.
He needs to unwind - talk to someone.
Cut English.
He should have talked with his Dad.
Could have studied for the test.

Teachers asked about physical signs of stress. Students responded:

Get nervous. Sweaty hands.
Short breath.
Stomach churning.
Adrenaline.
Get sick. Violent.
Old people get ulcers.

Two teachers asked how stress can be beneficial and ways in which stress is harmful. A third teacher lectured on the topic.

Among the student discussion:

It's good and bad to experience stress.
Good if you can fight back - get stronger.
Stress isn't good at work - might mess job up and get fired.
Good for school.

(How can stress be beneficial?)

You can do things you normally wouldn't do--like grab that guy by the throat.

Keeps you going when you think you're going to give up. Adrenaline keeps you going - in football.

Helps you hit someone.

(This was followed by a teacher lecture on benefits and drawbacks of stress for different kinds of sports.)

Much of each of the discussions focussed on the wrestling coach scene. Students and teachers strongly objected to the way coach Granger handled the situation. This will be discussed in more detail in the next section.

The teachers also spent much time discussing ways they personally felt stress - why - and their outlets such as music and golf.

And finally, one teacher asked:

What do you think would happen if the stress continued?

Next time he might throw a butcher knife.
Be a mess.
Might end up in a mental institution.
Get real violent.

Introduction to Formative Evaluation Findings Evaluator-Led Discussions and the Program Evaluator Analysis Computer

This program, Coping With Stress, and this program's evaluation deserve special attention because of the unusual treatment of the subject area. The subject was treated in a humorous manner, whereby characters and situations were exaggerated and a voice-over narrator commented sarcastically throughout the program, with a humorous intent. What will become clear as one reads through the comments from the evaluator-led discussions, is that this program was not perceived by teenager viewers as a successful comedy or farce. Rather, the humor and exaggeration in the program worked against the program's appeal, realism, and teenagers' identification of characters and situations. There was much criticism about the lack of realism of the characters and their actions. In addition, when humor was identified, it was thought to be in poor taste and/or to detract from the educational intent of the program.

When reading through the evaluation findings, one must realize that the findings are compounded by the quality of the production: the tape itself is of poor quality, especially during the beginning; the narrator is not the intended one; and much music and sound effects have not yet been produced.

The next section presents student reactions during the evaluator-led discussions in California, and student responses to the questionnaire administered and analyzed in Toronto with the PEAC system. The results from the PEAC system generally support the findings from the Evaluator-led Discussions. The PEAC findings especially emphasize the students' lack of comprehension of many program segments. Alternative recommendations for program revisions are presented following the formative evaluation findings.

FINDINGS
FORMATIVE EVALUATION

EVALUATOR-LED DISCUSSIONS AND THE PROGRAM EVALUATION ANALYSIS COMPUTER

(Sample: 5 classes in California and 4 classes in Toronto)

I. Observations during Viewing

In California, students were moderately attentive throughout viewing of the program. Some classes were more attentive and outspoken during viewing than others. Some students tended to get roudy: they answered some of the narrators questions -- "What should Brad do?" -- "Study!", "Cheat!"; and "Can Brad unwind?" -- "No!" There was much laughter at the classroom scene when Brad fantasized leaving -- some kids shouted out, "He looks like the Hulk!" Students were attentive during the father/son talk. Attention was highest and laughter the loudest when Brad threw the chili dog and during the following chase scene. The students shouted, "Get him, Get him!" and "Hit him, Hit him!" Some classes were very inattentive and restless throughout, half of one class hardly glancing up from their homework assignment. Attention in all classes was low during the scene with the paintings and voice-over narrator.

Attention and appeal during viewing was also analyzed in Toronto through use of the Program Analyzer. The students recorded their interest levels on the PEAC response units on a moment by moment basis (every 20 seconds), as they viewed the program. Analysis of the responses revealed the following: (See the Profile Graph in Appendix B) -- the mean interest level for the total population was generally high with the exception of the first segment discussing the definition of stress. This occurred approximately two minutes into the program, and continued for a minute and a half.

- The segments rated most interesting by the viewers were when Brad was taking his English examination and the final sequence where Brad throws the chili dog. (Both of these segments involved physical humor.)
- The segments rated least interesting were the discussion of stress and (less so) the discussion between Brad and his father.

There were no significant differences in the interest levels for Grades 10, 11, and 12. The students showed similar high and low points of interest, regardless of their grade level.

The males in the sample tended to rate the program slightly higher than the females throughout. However, the differences between the sexes in their interest levels were small.

Thus, observations during viewing in California and the analysis of the PEAC data in Toronto indicate the students were moderately attentive throughout. The PEAC system attention profile indicates a slightly higher attention level, perhaps due to the nature of the system which requires the students to actually be watching the problem so they can indicate their interest level. However, the high and low attention spot's were the same, with the exception of the Father/Son talk which elicited high attention from California viewers, but not from Toronto viewers.

II. General Appeal

In California, the majority of students said they generally liked the program -- "It was OK." No one said they liked it very much and a few said they didn't like it. (This is not usually a good index of appeal because for every program we have evaluated the majority of students reported they generally liked the program.)

General positive appeal of the program was further confirmed in the appeal question analyzed by the PEAC system. The program was rated as appealing by the large majority of the group. Almost three-quarters liked it (74%), while an additional 8% liked it very much. A small proportion said they disliked the program (11%) while 7% said they disliked it very much.

III. Relevance to the Target Audience

Topic of Stress

The students said they could relate to the topic of stress, and that everyone has similar situations. The importance of the topic of stress was confirmed in a question analyzed by the PEAC system. The issues that were presented in the program were considered important to over two-thirds of the group, either "very important" (5%) or "sort of important" (63%). The remainder of the students felt that the issues were "not too important" (16%) or "not at all important" (16%). It is interesting that the

students rated the issues presented in Coping with Stress more important than they rated the issues in Changing Family Relationships (68% important vs. 42% important).

Identification with Program Situations

In addition to the students assessing the importance of the topic of stress, they were asked to evaluate what happened to Brad, in terms of its similarity to what happens to them. Approximately half the group felt that similar things happened to them (47%); similar things happened to people in their families (47%).

A larger proportion felt that similar occurrences happened to their friends (62%) or to people they had heard about (60%). Relatively few of the students felt that what happened to Brad happens to people only in stories (14%). However, and most disturbing, 61% indicated that the portrayed experiences were not similar to what happens to anybody. Apparently, the students were considering that the total series of stress situations Brad experienced could not happen to anyone at the same time.

Identification with Program Characters

In California, although the students said many of the situations were realistic, they said the characters and the acting were not real or typical. They thought the characters were dated--from the 1950's. They pointed to the short hair cuts, the way they dressed, the way they acted. They also remarked of Brad's friends: "we're not that mean." Furthermore, the students thought the party as a whole was unrealistic. They thought the teenagers looked 1950'ish. And they said

> "We don't have popcorn or punch at parties, we have beer and wine at our parties."

To make the program more realistic the students suggested:

> Would have been better to have used a real student.
> Yeah - that would be neat if you had a real student and followed him around.

In Toronto, the group had no clear consensus on whether the teenagers shown in the program behaved in a way that was typical of the respondents or their friends. A small proportion thought the characters were "very much" typical (11%) while 38% thought they were "sort of" typical. A similar proportion, however, thought they were "not a lot" typical (37%) or "not at all" typical of teenagers (14%). Thus there seems to be some indication that the teenagers are not portrayed as typical.

Sex differences

However, the results are more striking when analyzed for sex differences: The males were much more likely to think that the teenagers in the program were typical of teenagers they knew (73%) than were the females (27%). In addition, more males (71%) than females (49%) thought that what happened to Brad was similar to what happens to them. In contrast, the females were more likely to say that what happened to Brad does not happen to anyone (77%) than the males (40%).

Apparently, the females were not able to identify with the teenagers in the program (the main characters were male) or with the program situations.

IV. Appeal of Program Content

The students' biggest and most often expressed complaint was that the program did not show enough solutions on how to deal with stress.

> It was depressing because it didn't show solutions.
> It was frustrating to watch.
> You are comparing the program to your own situation and think - God, if I turn out like that...

Students (and teachers) especially disliked the end of the program. They were not convinced that the program taught them solutions to stress that would work. They also felt the behavior of Brad at the end was unrealistic.

> End it in a different way--see things go better for Brad.
> Talk about what to do about problems.
> Have Brad talk to someone.
> Show anything that relieves the problems.
> End didn't prove anything--should have been a solution offered.
> Brad didn't learn anything.

Although one students realized:

> But that wasn't the point. The point was to teach us.

A number of students retaliated:

> A person could be sitting here and have a lot of stress and this movie didn't show how to handle it.
>
> What they showed was basic - we knew it already.
>
> Should have shown how he could cope with stress - show that he makes the team.

And, in another discussion:

> They didn't tell you what to do about stress.

(Evaluator: Did it tell you anything to do?)

> Yes, he took deep breaths at the end, but it didn't work!!
> They showed us the symptoms of stress; they didn't have a solution.
> At the end they should have a little on how to solve the problem.

The movie makers seem more concerned about making you laugh than teaching you something.

Finally, when students were asked what would happen to Brad if the show continued...

Next time he might throw a butcher knife.
Be a mess.
Might end up in a mental institution.
Get real violent.
He should go to a psychiatrist.

They seemed to think there was little hope for someone like Brad.

PEAC System Data

Although the students did not think methods for coping with stress were presented in the program, the program did suggest a number of methods for coping with stress. The students in Toronto were given a list of methods and asked if the program had suggested them as coping strategies.

Over two-thirds thought that one strategy advocated by this program was to quit your job (70%). This indicates a serious deficiency in the program. In contrast, the coping strategy emphasized the most by the narrator--take slow, deep, even breaths--was rejected as a coping strategy by the majority of the group (selected by only 36%).

The majority of students did respond correctly, however, that one copes with stress by exercising (91%) and by relaxing (89%). Almost half felt you could cope better by talking to others (46%) while two-thirds thought that one method of coping was by hitting a pillow (65%).

Other coping strategies that were rejected by the majority of the group included working harder in school (selected by 20%), finding a boy or girlfriend (selected by 36%) and drinking milk (selected by 6%).

Sex differences

There were a number of different responses by the sexes, to coping strategies. Interestingly, they are all sex-stereotyped differences. More females (92%) than males (45%) felt that you cope with stress by quitting your job. Similarly, more females indicated that you cope with stress by talking to others (58%) than males (33%), and that a method of coping is hitting your pillow (82% versus 47% of the males). The males were more likely to indicate that you cope by taking slow, even deep breaths, (58%) than the

females (18%). The males also felt that a good method was to find a girl/boyfriend (58%) more frequently than the females (18%).

PEAC System Data

Students in Toronto also were asked about the program ending. Only half the students were in agreement about what the ending of the program was meant to indicate. These students felt that the ending showed that Brad had learned nothing about coping with his stress (51%). However, over one-quarter of the students (28%) felt that by the end of the program, Brad was beginning to learn how to deal with his stress. This proportion is significant enough to warrant concern. [The remaining students thought that Brad had learned to vent his stress through exercise (5%) or that he realized he couldn't change his stress so he must learn to live with it (7%). The remaining 9% did not know what the ending was intended to show.]

V. Comprehension of Program Message

In Toronto, the students were given five choices and asked to select the most important thing the program wanted them to learn. The students selected the two correct program outcomes. The most frequently selected option was that "experiencing stress can cause physical reactions such as lack of concentration, poor eating habits and a decline in physical fitness." This was chosen by over half of the group as the most important message of the program (51%).

The second most important thing learned through the program was that "stress is part of a cycle in which uncertainty leads to anxiety, which increases stress." Thirty percent selected this option. [The remaining choices were "stress between parents and teenagers is inevitable as teenagers become more independent" (14%), "there's nothing you can do about stress, you just have to live with it" (3%), and "people in good physical shape don't experience stress" (2%).]

Thus, in terms of comprehension, the program was successful in transmitting its intended messages. The contrast of this result with the other findings will be discussed further in the conclusion section.

Exactly half the students felt they had learned something new from viewing the program: either "a lot" (3%) or "something" (47%). The rest of the group indicated that they had learned very little (25%) or nothing at all (25%). Thus half of the students said they learned little or nothing from the program.

VI. Characterizations: Comprehension and Appeal

BRAD

In California, the students did not identify or empathize with Brad, nor did they like him.

> The kid was not acting real.
> Don't know anyone like that. Didn't like him .
> He seemed really different from the rest of the kids. Brad's a dud.
> Insecure.
> He's got problems--nobody that old acts like that.
> Have someone younger play the part.
> He looked like 16 or 17 but he was too old for his reactions--at the party and hitting his pillow.
> Most guys would go get high or drunk or talk with their friends.
> I didn't feel sorry for him 'cause he didn't listen when his father talked to him. Didn't take help when it was offered.

They especially didn't think the pillow-hitting scene was realistic. They didn't think a boy of 16 or 17 years would do that. They made sarcastic comments about the scene:

> As long as he has his pillow he's OK.
> He's taking it out on something that can't fight back.
> Tell him to buy more pillows.
> Never seen anyone beat a pillow before.
> He should punch the wall or maybe cry--but take out the pillow scene.

They also objected to how Brad was portrayed at the party. They said in the party scene where Brad was staring at the girl:

> Looked like he was high or something.
> Never seen anyone stare at a girl that way.
> People I know don't do that.
> Realistically, at a party, he'd probably get loose.
> Make him mingle more at the party.

The students remarked Brad was a shallow character; they wanted to see more of his personality.

PEAC System

In Toronto, the group was given a series of paired words or phrases and asked to indicate which, in their opinion, best described Brad during most of the program.

The majority of students thought Brad was insecure (80%) and not likable (90%). A somewhat smaller majority (61%) indicated that Brad was confused about himself.

Finally, approximately half the group felt that he disliked himself (49%), while the remainder thought he liked himself during most of the program (51%).

These above characterizations are all acceptable with the exception of "not likable." Ninety percent of the students thinking Brad is not a likable character is reason for concern and potential revisions in the portrayal of the character.

NARRATOR

Overwhelmingly, in California the students did not like the Narrator.

The narrator's voice was weird.
He was dumb. Corny. Not serious.
Make it more serious - like a normal voice.
Narrator was too sarcastic.
Need a convincing voice.
I want a nicer narrator - this one gave him more stress!
Sounded like the Liquid Drano Commercial
A humorous narrator is not appropriate for the series. If it's humorous we're laughing and not listening. Wouldn't take it seriously.
Didn't like the actors reaction to the voice.
Strange music accompanied each stressful situation. Didn't like the music.
Narrator was too critical of Brad.
Narrator sounded like he was just reading and didn't really know what he was talking about.
You should have Brad talk to a friend instead of a narrator.

One class voted to make the narrator 1/2 serious and 1/2 humorous, depending on the situation.

In another class the students asked for a more serious program with more substance.

A few thought the narrator was helpful: got the points through that he wanted to - about what can cause stress.

These results indicate that the presentation of the new narrator should be carefully considered.

PEAC System

In contrast to the California results, the students in Toronto on the questionnaire attributed positive words or phrases to the Narrator. The group appeared to find him likable (71%), helpful (88%), and understanding of Brad (84%).

The reasons for the discrepancy between the two samples is unknown.

COACH GRANGER

The students and teachers spent a significant portion of time discussing their objections to the way Coach Granger handled Brad. This seemed to detract from time and energy that should have been devoted to the program's

The coach shouldn't have embarrassed Brad in front of the group--Should have taken him off to the side and explained.

That coach he could have advised him to exercise more and give him warning on being on J.V. He didn't give him a chance.

He's insensitive, selfish, thinking only of the team.

Shouldn't have threatened him until he tried to find out what was wrong.

In real life the coach wouldn't do that. Coach would offer help and advice.

Teacher: Situation could have been handled much better. Possibly the coach might have done something to relieve stress. Normally, we need somebody on the outside to talk to.

Many teachers and students felt that Brad needed someone to talk to and the coach might have been a good person or model to go to. The role of the coach is important because the physical education teacher is often the person who teaches health and might be using this program.

Because the teachers and students objected so strongly to this scene, and because discussion of the scene detracted from discussion of the program's intended outcomes, major revisions of this scene should be considered.

FATHER

The students thought the Father was realistic, i.e., there are fathers like that. However, students in every class commented that the father should have been harder on his son. Should have whipped him. Punished him.

Most parents would have punished their sons for leaving when they are told not to go or for talking back.

VII. Comprehension of Program Content

In Toronto, in order to determine if students understood the episode, they were asked a number of questions related to the content of the program. The responses indicated a surprising lack of comprehension for many sequences.

(1) The group was given four possible reasons why the coach had taken Brad off the varisty team and put him on the junior varsity team. The majority of students responded incorrectly that it was because Brad had missed too many practices because of his job (64%). Only thirty percent indicated the correct response, that Brad was physically out-of-shape. [The remainder of the group thought that he was taken off the team because

he had lost his match to PeeWee (2%) or because the coach didn't like Brad (4%).]

(2) Although the mother was not seen in the program she was referred to and her absence was explained. Two-thirds of the viewers correctly identified the reason for her absence, which was that she was separated from Brad's father (66%). The other students thought that she was dead, (18%), at night school (14%), or in the hospital (3%).

(3) The students were asked to identify, out of four choices, the main message of the segment showing paintings with the narrator as a voice-over. Almost half the students responded incorrectly that the main message was that "stress is new to modern times" (49%). [A small proportion selected the option "animals often have a great deal of stress" (4%), while the remaining 4% did not know the main message.]

In California, the scene with the paintings and the narrator was not well received. The students were very inattentive during this scene and most did not understand the meaning, although the teachers all questioned the students on this segment. The teachers, on the other hand, clearly understood the intent of this segment, and after the students had given incorrect responses they lectured the students on the psychological aspects of the fight or flee phenomena related to stress. (It should be noted that the paintings were very unclear on the tape.)

Sex Differences

When the results of the comprehension questions are analyzed for sex differences it becomes apparent that the females are accounting for much of the lack of comprehension of program content. The large majority of females incorrectly responded that Brad was off the varsity team because he missed too many practices because of his job (92%), while only 32% of the males gave this response. In contrast, 64% of the males and none of the females gave the correct reason, Brad was off the team because he was out of shape.

The males and females appeared to receive quite different messages during the discussion on stress. The females incorrectly believed that the main message was that "stress is new to modern times" (71% versus 26% of the males). In contrast, 59% of the males (and 29% of the females) correctly believed that the main message was that "under stress, some people fight and some people flee."

Comprehension Production Concerns

In addition to the above misunderstandings, there were three scenes which, for the California students, the meaning was unclear.

(1) The students did not understand why the team was calling Brad "Fish!" The camera did not focus on Brad's movements during this scene, but even if it did the point might still not be clear.

(2) Some teachers and some students in each class did not realize that the classroom scene where Brad leaves the test in slow motion was a fantasy sequence.

(3) The majority of students thought the situations in the program happened all in one day. They didn't think it was realistic for so much stress to happen to one person in one day. They said the show was too choppy. They suggested "to have one show all the way through without interrupting so much."

CONCLUDING REMARKS

It is confusing that although this program appears to have severe comprehension problems, the intended program outcomes were clearly recognized by the students. The students were able to recall in discussion the physical signs of stress presented in the program, and thus Outcome #1 was clearly met. Regarding Outcome #2, the program did indeed show a cycle of stress in which uncertainty leads to anxiety which increases stress. But, the program did not demonstrate how to effectively break this cycle. The students appeared to be very critical because the program did not concentrate on methods to cope with stress, it did not model coping strategies, and it did not present evidence that there are successful ways to cope with stress. Part of the reason for the teacher dominated discussions may be that the program left too much to the teacher to follow-up. The program did not provide teenagers with what they need and want to know, nor did it stimulate student discussion.

Due to special techniques used in this program, and the exceptionally critical response received during field study evaluation of the rough cut, in contrast to the script evaluation, it is difficult to advocate any one mode of action for improving the program. Three alternatives are presented below for consideration and discussion.

Recommendation Alternative 1

The Evaluation findings may be seriously compounded by the quality of the production: the tape itself is of poor quality, especially during the beginning segments; the narrator is not the intended one, and a lot of the music and sound effects have not yet been produced. Thus, conclusive decisions to modify the program at this stage in its development can not be made. Minor revisions of obvious production flaws should be made, and then the program should be resubmitted in a more final version for further evaluation.

Recommendation Alternative 2

Although the production quality of the program may have compounded the evaluation results, the overwhelmingly consistent and critical evaluation of the program in both California and Toronto, using a variety of evaluation techniques, may indicate that the present treatment of this topic is not appropriate for an educational series. The use of humor works against beneficial program outcomes. Exaggeration of program characters and scenes causes the students to have little identification with the program teenagers and situations. The sarcasm used by the narrator seems to create no empathy or identification with Brad. In fact, they do not like him. Those students who identify with stressful situations become disillusioned that there is little hope if you've reached Brad's stage. They do not understand why the program is making fun of a topic which is very important to them. In addition, the last scene in the program models an inappropriate way to deal with stress, one which is far too common in high schools today. It causes students to reach a high level of excitement for inappropriate reasons, and leaves all the burden on the teacher to remedy the situation and lecture on beneficial ways of relieving stress.

As a result of these severe problems the second recommendation is that the program Coping With Stress be rejected. A new program needs to be developed that meets educational goals more effectively.

Recommendation Alternative 3

This third alternative suggests that major changes be made in the program. Suggestions for these major changes are outlined below. After program revision, the program should be submitted in a more final version for further evaluation, if time permits.

RECOMMENDATIONS

(1) Use of Humor and Program Arousal Level

As discussed in this report, the humor and exaggeration in the program worked against the program's appeal, realism, and teenagers' identification with characters and situations. In addition, when humor was recognized, it was thought to be in poor taste and/or to detract from the educational intent of the program.

We recommend that humor only be used as a stimulus to hold attention and as preparation for making a teaching point. The main teaching points should not be made through humor. This position is consistent with a growing body of research literature on humor and learning.

In addition to detracting from the program messages, the use of sarcasm and physical humor caused students to become very roudy during viewing. Although the sarcasm and physical humor is useful for attention-getting, it causes too much arousal and needs to be counteracted by more straight-forward serious presentation of program messages.

The narrator was perceived as being overly critical and sarcastic of Brad and may have resulted in the students' lack of empathy with Brad. As the program stands now, none of the content or production techniques allows the viewer to emphathize with Brad. In fact, 90% of the students say they do not like Brad. And, because no successful solutions to stress are portrayed, frustration level builds -- frustration toward Brad and frustration about controlling the viewers' own stressful situations.

The narrator, and possibly other characters, need to be more caring toward Brad at times. More empathy with Brad might also be achieved by giving depth to Brad's character. Scenes such as Brad in prayer position corresponding to the painting scene do not help viewers identify or emphathize with Brad. Another suggestion is to show Brad in a successful coping situation where he talks with his friends about his problems and they emphathize with his situations, acknowledging that they sometimes feel like that too.

(2) Solutions to Stress

The students' main objection to the program was that it did not show enough solutions for dealing with stress. The outcomes of the program should be revised to recognize this need of teenagers. The program must present

solutions to feelings of stress, not merely the symptoms of stress. Although the program did advocate a number of ways to cope with stress, the students found them to be basic, hard to visualize, and their potential for success unknown.

We suggest that each of the stressful situations in the program be balanced by presenting and visualizing a successful coping strategy for that situation. This could be achieved through an entirely new ending of successful coping strategies, or the strategies could be integrated throughout the program. A contrast of the inappropriate ways of coping with the appropriate ways of coping could be achieved by presentation of the successful strategies with still photographs. Some suggestions for the pictures and their accompanying voice-over are presented in some of the program recommendations which follow.

(3) The Ending

We strongly believe that the present ending should not remain. This means, not even after presentation of successful coping strategies. The ending is contradictory to the educational intent of this program. First of all, Brad models an appropriate coping strategy -- take deep breaths-- but it doesn't work! He throws the chili dog anyway. Indeed, this may account for the majority of students rejecting "take slow, deep even breaths" as a coping strategy. Secondly, modeling an unsuccessful coping strategy such as furiously chasing one's tormenter down the street may be detrimental to some students' behavior. As one teacher put it, all you need to do is put a knife in Brad's hand and you'll be modeling the behavior of some of our students. Finally, more than one-quarter of the students felt that the end of the program showed that Brad was learning how to deal with stress. The ending does not show that he has learned; thus the students are confusing comedy with learning. The intent of this program should be to present beneficial, not detrimental, ways of coping with stress. The ending may be entertaining, but it is not educationally desireable nor does it leave students in the best mood for a productive follow-up discussion

(4) Unintended or Not Received Coping Strategies

The majority of students seemed to learn from the program that a preferred way to cope with stress is to quit your job. Indeed, this seems to be where Brad is experiencing most of his stress. We recommend a successful coping scene: The narrator says something like, "If your job is getting to you, don't quit. Think about what's causing the stress

(Picture of Gary and of disorder in the kitchen). Talk to your boss (Picture of Brad talking with boss and of Brad organizing the kitchen). Organize your work. And, above all, keep cool under stress (Brad gives Gary a rag to clean up the mess.)

The majority of students also rejected as a coping strategy, "work harder in school." We recommend a successful coping scene: The narrator suggests that one way to cope with stress is to study for exams so that one can be better prepared for stressful situations. (Show Brad studying following the scene with Brad under stress during the test.)

Since the pillow scene as a method of coping with stress was criticized so heavily by the students, either a. Have Brad hit the wall instead of his pillow; b. Have the narrator explain why Brad is hitting his pillow. Maybe flash briefly to the chase scene, and then have the narrator say "Don't take your stress out on others. Hit something like your pillow. Getting your frustrations out on inanimate objects sometimes can make you feel better."

(5) Painting Scene with Voice-Over Narration

The scene with the paintings was not well received by students in California or Toronto. Attention was lowest during this scene. When the students in Toronto were asked the meaning of the scene, they responded incorrectly that the main message was "stress is new in modern times." We realize that the painting sequence in unclear in this rough cut. It is hoped that a clearer production of the paintings, with corresponding sound effects, will raise both attention and comprehension levels.

(6) Outdated Characters and the Party Scene

The students criticized the characters for looking and acting "1950ish." This characterization was most apparent in the party scene. Also concerning the party scene, the students remarked that Brad looked "high" and that "Never seen anyone stare at a girl that way." They also said the girl, Annie, was not pretty enough to cause that extreme a reaction.

Because of these negative reactions, we recommend omitting the party scene. The scene is just one more stressful situation that is not needed, especially when it lowers student appeal of the entire program.

(7) Coach Granger Scene

The students and teachers spent a significant amount of time discussing their objections to the way Coach Granger handled Brad, thus detracting from the time and energy that should have been devoted to the program's intended outcomes.

We suggest a still picture scene which demonstrates a constructive way Brad could have handled that scene. For example, Brad could say to the coach, "Wait a minute. Things have been difficult for me lately. Give me a chance. If you give me one month I'll make sure to exercise and get back in shape." The coach might also come into the scene, "You know he's right!" This all could be shot over scenes of Brad exercising--jogging, push-ups, etc.

Also regarding the coach scene, it is striking (and somewhat unbelievable) to realize that none of the females gave the correct reason why the coach had taken Brad off the varsity team. Ninty-two percent of the females responded that Brad was off the varsity team because he missed too many practices because of his job.

We recommend: Have the narrator announce that, "Brad has made all his wrestling team practices. But, Brad has gotten slow, sloppy, and out of shape. He's in no physical condition to be on the varsity team."

(8) Brad's mother

One-third of the students did not realize that Brad's mother was separated. Eighteen percent thought she was dead. If this detail is considered to be important (it did not seem to affect discussion), have the narrator say more clearly that one reason Brad is experiencing stress is his mother's separation from his father.

(9) Lack of Female Identification with the Program

It is important to recognize that, unlike any of the other ON THE LEVEL programs, the majority of females did not seem to identify with program characters and situations, and that the females accounted for most of the overall lack of program comprehension. Serious thought needs to be devoted to understanding the implication of this finding. Maybe we need to rethink some of the narration so as to include messages the females can more readily

identify with. Another possibility is to have the narrator done by a female voice.

In addition, although it is probably too late to include in this one, in further productions we should think about selecting athletic activities in which both males and females can participate and even show a coed athletic activity. (We already used wrestling in the program Dealing With Conflict.)

(10) Additional Successful Coping Scenes

Other suggestions for successful coping scenes, with photographs and voice-over narration, are:

a. Narrator: "Take time to talk to others. Seek outside assistance."
(Photographs of Brad talking with Dad and talking with a counselor.)

b. Narrator: "Take time to relax. Do things you enjoy."
(Photographs of Brad listening to music.)

c. Narrator: "Get your life in order."
(Photographs of Brad cleaning up his house with his father.)

(11) Comprehension Production Concerns

- The students did not understand why the team was calling Brad "Fish!" The camera did not focus on Brad's movements during this scene, but even if it did the point might still not be clear.
  Recommendation: Focus camera more on Brad and have someone say how he looks like a fish. OR take out that part -- maybe Brad has enough stress.

- Some teachers and some students in each class did not realize that the classroom scene where Brad leaves the test in slow motion was a fantasy sequence.
  Recommendation: It is assumed that visual and sound effects will indicate this is a fantasy sequence.

- The majority of students thought the situations in the program happened all in one day. They didn't think it was realistic for so much stress to happen to one person in one day. They said the show was too choppy. They suggested "to have one show all the way through without interrupting so much."
  Recommedation: We must recognize, as do the students, that discontinuity is a problem in this program. Addition of successful coping scenes may heighten this discontinuity. Transitions may have to be written to help overcome this problem.

ADDENDUM:

PROGRAM REVISIONS

The evaluation of Coping With Stress concluded that major revisions were required, and as a result, a conference was held at the Educational Film Center to discuss the issues. The meeting included the executive producer, the production coordinator, the head writer, and the senior evaluator. Evaluation findings were reviewed and discussed and the program was viewed.

Those present agreed that the main problem with the program was that it did not provide enough strategies for coping with stress. They also recognized that the humorous intent of the program was not successful and some scenes were unappealing. Program revisions were suggested, which would: (1) Provide alternative coping strategies; (2) Make some scenes less or more humorous as appropriate, with special attention toward the narrators tone of voice (keeping in mind that humor should only be used to get attention, not to make the actual teaching point); (3) Omit scenes which were unappealing and/or educationally ineffective; (4) Model "openness" in reacting to the main character, Brad, and in talking about stress.

Furthermore, those in attendance realized that Brad is not just an object through which to transmit an idea. Because of the power of the medium of television, teenagers will identify with Brad. And, if at the end of the program Brad is shown learning to cope with stress, students will be more likely to believe that there are successful ways to cope with stress. Thus, the ending will portray Brad reflecting on his mishaps and beginning to cope.

Based upon the evaluation findings and the review conference at the Educational Film Center, the following revisions in Coping With Stress were agreed to:

1. Produce a new section to be inserted into the program which presents students talking about the events in the program and about stress.

2. Omit the two scenes students found unappealing-- the bedroom pillow scene and the party scene. Omit the opening food service scene, which is repeated at the end and will now be used in the end only. Tighten other scenes where necessary.

3. Produce new scenes which portray Brad engaging in effective coping skills for stress.

4. Reedit the new and old film together so that each scene is preceded and followed by students on-screen reactions and discussions about stress.

5. The final section of the program will be completely revised: Students will give suggestions about how Brad or they can properly deal with stress. During some of the student discussion (as voice/over) we'll see Brad engaging in effective coping strategies, such as:

    a. running
    b. weight lifting
    c. talking to "experts"
    d. talking to others (girls)
    e. talking to his friends (Stewart)
    f. study time
    g. and finally, taking a deep breath

In conclusion, major revisions were made in the program Coping With Stress. The revisions should help to make the program more appealing and comprehensible to students, increase teenagers identification and empathy with program characters, and provide students with effective coping strategies for stress.

The program revisions allowed for the addition of a third program objective (the first two remain the same): Stress can be dealt with constructively by not acting impulsively, by obtaining more information about the problem, and by developing alternative strategies for coping with the problem.

APPENDIX A

Student Questionnaire

ON THE LEVEL
4/29/80

Student Questionnaire

Program #5: "Journey Through Stress" (COPING WITH STRESS)

Grade Level (circle): 10 11 12

Male ___ Female ___

Teacher's Name _____

School _____ City _____

1. How much did you like the program?

___ liked it very much
___ liked it
___ disliked it
___ disliked it very much

2. Was the way the teenagers acted in this program typical of the way you and/or your friends act?

___ yes, very much
___ yes, sort of
___ no, not a lot
___ no, not at all

3. What happened to Brad in this program is similar to what happens to ... (check as many as apply).

___ me
___ my friends
___ people in my family
___ people I've heard about
___ people only in stories
___ nobody

4. Please circle the word(s) in each pair that best describes Brad during most of the program. (You should have four circles.)

Brad is:			
	insecure	OR	confident
	not likable	OR	likable
	confused about himself	OR	understands himself
	dislikes himself	OR	likes himself

Please circle the word(s) in each pair that best describes the narrator during most of the program. (You should have five circles.)

The Narrator is:

not likable	OR	likable
not helpful	OR	helpful
not understanding of Brad	OR	understanding of Brad
doesn't know a lot	OR	know a lot
not humorous	OR	humorous

5. Why does Coach Granger take Brad off wrestling on the varsity team?

__ Brad lost his match to Pee Wee
__ Brad missed too many practices because of his job
__ Brad is physically out of shape
__ Coach Granger didn't like Brad

6. Where is Brad's mother?

__ dead
__ separated from his father
__ in the hospital
__ at night school

7. Who is the narrator?

__ Brad's friend
__ Brad's conscience
__ a relative
__ an interested stranger
__ I don't know

8. During the section when we saw paintings while the narrator talked, the main message was...

__ stress is something new in modern times
__ under lots of stress some people fight and some people flee
__ stress makes people better fighters
__ even animals experience a great deal of stress
__ I don't know

9. What does the ending show?

___ Brad has learned nothing about coping with stress.
___ Brad is beginning to deal with his stress.
___ Brad is venting his stress through exercises.
___ Brad can't do anything about his stress so he'll have to learn to live with it.
___ I'm not sure.

10. What did the program suggest you do to cope with stress? (check as many as apply)

__ quit your job
__ get plenty of rest
__ exercise
__ talk to others
__ work harder in school
__ hit a pillow
__ find ways to relax
__ take slow, even, deep breaths
__ find a girl/boy friend
__ drink milk

11. The two most important things this program wanted me to learn were (check two):

__ people in good physical shape don't experience stress
__ experiencing stress can cause physical reactions such as lack of concentration, poor eating habits and decline in physical fitness
__ stress between parents and teenagers is inevitable as teenagers become more independent
__ stress is part of a cycle in which uncertainty leads to anxiety which increases stress
__ there's nothing you can do about stress; you just have to live with it

12. Are the issues presented in this program important to you? (check one)

__ yes, very important
__ yes, sort of important
__ no, not too important
__ no, not at all important

13. Did you learn anything new from watching this program?

__ yes, a lot
__ yes, sort of
__ no, not at all
__ no, nothing at all

Thank You

APPENDIX B

PEAC Interest Profile Graph

BEST COPY AVAILABLE

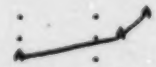
OVERALL TITLE:JOURNEY THROUGH STRESS

RESTRICTED BY QUESTION #41(TOTAL POPULATION)

TITLE:JOURNEY THROUGH STRESS
Y= MEAN KEY NUMBER FOR HUMAN

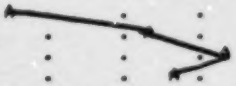
very interesting — okay — uninteresting

11.0	11.1	11.3	11.6	11.8	12.0	12.1	12.4	12.6	12.8	13.0
I	I	I	I	I	I	I	I	I	I	I



1. .1
2. .2
3. .3

TITLE:WHAT IS STRESS
Y= MEAN KEY NUMBER FOR HUMAN



4. .4
5. .5
6. .6
7. .7

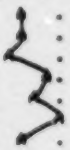
TITLE:ENGLISH EXAM
Y= MEAN KEY NUMBER FOR HUMAN

8. .8
9. .9
10. .10
11. .11
12. .12

TITLE:WRESTLING
Y= MEAN KEY NUMBER FOR HUMAN

13. .13
14. .14
15. .15
16. .16
17. .17
18. .18

TITLE:HOME
Y= MEAN KEY NUMBER FOR HUMAN



19. .19
20. .20
21. .21
22. .22
23. .23
24. .24
25. .25

TITLE:PARTY
Y= MEAN KEY NUMBER FOR HUMAN

26. .26
27. .27
28. .28
29. .29

TITLE:BRAD AND DAD
Y= MEAN KEY NUMBER FOR HUMAN

30. .30
31. .31
32. .32
33. .33

TITLE:LESSON/CONCLUSION
Y= MEAN KEY NUMBER FOR HUMAN

34. .34
35. .35
36. .36
37. .37
38. .38
39. .39

APPENDIX C

Teacher Questionnaire
Teacher Questionnaire Results

ON THE LEVEL
April 29, 1980

Teacher Questionnaire

PROGRAM 5:"Journey Through Stress" (COPING WITH STRESS)

Grade Level (circle) 10 11 12

Teacher's Name _____

School _____ City _____

1. After viewing this program the viewers (teachers and students) should understand several concepts. Using the following key, please rate the degree to which each concept is evident from watching the program.

   1 = very evident
   2 = evident, but not emphasized
   3 = only slightly evident
   4 = not evident at all

   __ There are recognizable physical signals of stress.

   __ There is commonly a cycle in which change or uncertainty leads to anxiety which creates stress, which increases feelings of uncertainty.

2. How much did you like the program?

   __ liked it very much
   __ liked it
   __ disliked it
   __ disliked it very much

3. Do you think this program was appealing to your students?

   __ yes, very appealing
   __ yes, somewhat appealing
   __ no, not very appealing
   __ no, very unappealing

4. Do you think the storyline was relevant to your students?

   __ yes, very relevant
   __ yes, somewhat relevant
   __ no, not very relevant
   __ no, irrelevant

5. Were the issues presented in this program relevant to your students?

__ yes, very relevant
__ yes, somewhat relevant
__ no, not very relevant
__ no, irrelevant

6. Do you feel your students understood the meaning of the program?

__ clearly understood it
__ understood it pretty well
__ had a vague understanding
__ did not understand it

7. In general do you think it is easy or difficult to discuss the issues presented in the program?

__ very easy
__ easy
__ somewhat difficult
__ very difficult

8. Did the program itself make it easier or more difficult to discuss these issues?

__ much easier
__ somewhat easier
__ somewhat more difficult
__ much more difficult

9. During the school year have your students dealt with the topic of this program as part of the educational program of this school?

__ often
__ occasionally
__ rarely
__ never

10. How often do you use video programs in your classroom?

__ frequently (once every 2 weeks or more)
__ occasionally (once a month)
__ rarely (once or twice a semester)
__ never
__ other (please specify) _____

11. When completed, this program will eventually be one in a series of 12 such programs for high school students. Based on your impressions of this program, would you be willing to use the series with your classes?

__ Yes, I would be willing to use this series
__ No, this program would not fit within my curriculum area.
__ No, I didn't like the program
__ No, I don't think the program topic was handled effectively.
__ Other (please specify)

_____

_____

_____

12. Were there any portions of this program that appeared to be inappropriate or educationally ineffective? Please comment.

_____

_____

_____

13. Were there any portions of this program that you found particularly useful or educationally effective? Please comment.

_____

_____

_____

Teacher Guide Questions

1. Did the program summary provide enough information to prepare you for the television program?

   __ yes, just enough
   __ no, too little

   other/comments: _____

   _____

   _____

2. Do you think the background information section should be included as part of the guide for this series?

   __ yes, it was comprehensive and informative
   __ no, it was too long and overwhelming
   __ no, it is not necessary

   other/comments: _____

   _____

   _____

3. Were the sample discussion questions useful for stimulating class discussion?

   __ yes, they were useful
   __ yes, but there should have been more
   __ no, they did not stimulate discussion
   __ no, I did not use these questions

   other/comments: _____

   _____

   _____

4. Were the suggested pre-viewing activities useful to you and your students?

   __ very useful
   __ somewhat useful
   __ not very useful
   __ useless
   __ did not use this section

5. Were the suggested post-viewing activities appropriate for this program?

__ yes, I would use these with my class
__ no, I wouldn't have time for these activities
__ no, I didn't like these activities

comments/suggestions: _____

_____

_____

6. Was the final activity, "Look at the Alternatives" (p. 10), appropriate for helping your students understand the program concepts?

__ yes, my students would benefit from this activity
__ no, I did not like this activity

comments/suggestions: _____

_____

_____

7. Are there any questions you would add?

__ yes
__ no

If yes, what are they? _____

_____

_____

8. Are there any questions you would delete?

__ yes
__ no

If yes, what are they? _____

_____

_____

9. Overall, how would you rate the Teacher Guide Materials?

__ excellent
__ good
__ adequate
__ less than adequate
__ poor

suggestions: _____

_____

TEACHER QUESTIONNAIRE RESULTS

Overall, five teachers responded to the teacher questionnaire on the Coping With Stress program.

The outcomes for this program are:

1) There are recognizable physical signals of stress.
2) There is commonly a cycle in which change or uncertainty leads to anxiety which creates stress, which increases feelings of uncertainty.

Two of the teachers rated Outcome #1 as very evident. The remaining three teachers rated this outcome as evident, but not emphasized. Outcome #2, however, was not as evident to the majority of teachers. One teacher rated it as very evident and two teachers rated it as evident, but not emphasized. The remaining two teachers (40%) rated it as only slightly evident. Based on these results, Outcome #1 was clearly evident to these teachers, but Outcome #2 was not as clearly evident to all of the teachers. Apparently, this Outcome needs to be strengthened.

All teachers either liked the program (3) or liked it very much (2). All teachers thought the program was appealing to their students (3 said "somewhat appealing," 2 said "very appealing"). All teachers said the storyline and issues presented in the program were relevant to their students (3 said "very relevant," 2 said "somewhat relevant"). Also, all teachers thought their students understood the program (4 said they "understood it pretty well" and 1 said they "clearly understood it"). Thus, the teacher results indicate that the teachers liked the program, thought it was appealing and relevant to their students, and that their students understood the program.

When asked if they thought it was easy or difficult to discuss the issues presented in the program, 1 teacher responded "very easy," 3 responded "easy," but one responded it was "somewhat difficult." However, all teachers said the program itself made it easier to discuss these issues (3 said "much easier," 2 said "somewhat easier"). Even though most of these teachers said it is easy to discuss the issues presented in the program, it is a topic which they said they dealt with occasionally (1), rarely (1), or never (2). Thus, the topic of stress receives little attention in these particular classrooms, although most of the teachers feel comfortable in discussing the issues related to this topic.

Most of the teachers are infrequent users of video programs in their classrooms (2 said they "rarely" use video, 2 said they "never" use it). However,

based upon their impressions of this program, most of the teachers (3) said they would be willing to use this series with their classes. One teacher did not think the program fit within his/her curriculum area.

Additional comments included:

"A more serious presentation would be helpful."

"It's not often that you see a person reach the breaking point in a classroom."

"Too comical in nature at times."

"Leave last section (Brad running after boy) out. Let students select alternatives for the situation."